



# STEP 6

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## SCHEDULE SCHOOLS/SITES

When scheduling a sealant program for the first time, it is wise to go to the school and meet with as many school personnel as possible — principal, school nurse, secretary, appointed liaison, teachers, parent volunteers. Describe the program and their importance in it. Look at the physical space where the program will operate. Make sure that the space is adequate for program needs and has the appropriate amount of room for equipment, access to water with enough electrical plugs. Picture your portable equipment set up in this area. Consider what adjustments the program or the school may need to make. Finalize space plan with the school. Agreed upon the following before conducting program in any school. Philosophy and importance of a preventive sealant program to the school. Provide the school staff and the school administrator with educational materials on sealants. Show videotape of an operating sealant program Seal America, the Prevention Invention . Information on video purchase FOLLOWS THIS STEP.

### **Availability of space for efficient operation of program**

The space should be approximately 10 ft. by 14 foot per operatory, have adequate electrical outlets and voltage, be well ventilated, have good lighting, and be as close to ground level as possible. Stages of auditoriums, corners of gymnasiums, large hallways, locker rooms, and vacant classrooms are the usual locations for the program.

### **Support of school personnel**

Sealant programs are difficult to implement successfully unless school personnel are cooperative. Teachers play the most important roles since they can motivate students to return consent forms. These forms are key to sealing as many children as possible. Teacher s enthusiasm is critical. The sealant program person scheduling the school must appreciate her role in gaining cooperation from the school principals and staff. The sealant program will be competing


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### **Teacher s enthusiasm is critical**

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with other "worthwhile" programs for time and space. The location and length of these initial contacts will depend upon the interest of the principals, their experience with sealant programs and your relationship with them. Contacts in subsequent years can be quicker and usually accomplished by telephone.

To estimate the number of days required to complete a school, know that most sealant programs have been averaging a 60 per cent **positive** consent rate. A goal, therefore, could be that 60 per cent of the enrollment in eligible grades will participate in the program. School



personnel can provide the number of students enrolled in eligible grades. After the first year of the program, consider previous year's participation to help you estimate the time that will be needed in each school. Efficiently operated programs provide sealants for 10 to 15 children per team each school day. Experienced programs can see up to 18 students.

## DOCUMENT YOUR INTERACTIONS

Document the information discussed during the initial contact with the principal or other school staff members so the any program staff can access the information discussed and the decisions made concerning the operation of the program.

**Initial Contact Person** Record the name of the person and date contacted to prevent confusion. Determine responsibility for program implementation with members of the school staff. When a school nurses is available, communicate the details of the program with her. She can encourage the students to return their consent forms, inform parents of the benefits of sealants, and convince the classroom teacher of the worthiness of the program. A follow-up letter to the principal or his/her designee summarizing key points (dates and times, room locations, etc.), can aid in avoiding potential confusion.

**School Hours** School operating hours vary. Record school specific information such as recess, lunch times, and any other special activities that may influence the ability of the school program to operate efficiently.

**Dates to Apply Sealants** Agree and document the dates for sealant application. Assure that all pertinent school personnel agree to the dates scheduled.

**Dates to Give Presentations to Students and Distribute Consent Forms** Agree and document times and dates for classroom presentations. (See Tips for Success)

**Date Consent Forms Will Be Collected** Agree and document date that consent forms will be collected. Confirm with classroom teachers the date consents will be collected so they can support and encourage children to meet this timeline. Collect forms enough in advance to prepare student records, review health histories and follow-up.

**Enrollment by Grade and Classroom** Obtain class lists of all classes involved in the program. Use enrollment lists to check the return of consent forms for accuracy and completeness.

**Room or Space where Program Will Operate** Note the room or area within the school where the sealant program will operate. Communicate this information to program staff so they know where to report and set up equipment.



## REMINDER FOR SCHOOL STAFF MEMBERS

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### **Classroom teachers are the in obtaining the maximum number of returned conse forms**

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Send a confirmation of when the equipment will arrive, the area in which the equipment will be placed, the time the staff will set up the equipment. Ask for copies of class lists of those grades involved in the program. Verify that there are no assemblies, field trips, achievement tests, plays, etc., scheduled for the days the sealant program will operate. Check on "out of classroom schedule" to determine

where the students will be (music, P.E., art, etc.). Confirm with school personnel the permission to retrieve students from these classrooms. Classroom teachers are the key in obtaining the maximum number of returned consent forms.

**Parental Consent** Obtaining parental consent is a critical component in the operation of an effective sealant program. The use of rewards such as pencils, erasers, stickers can enhance the rate of return. One program celebrates the success of every classroom that returns 100% of consents by providing supplies for a popcorn party for the classroom.

Evaluation studies conducted in local and national programs have shown the following:

Incentives (such as sticker, pencils, balloons, etc.) to students had the greatest effect on increasing participation

Sixth graders were, by far, the poorest participators

Informational brochures attached to consent forms had a slight effect on increasing participation

An informational fact sheet for teachers did not increase participation

Schools completed in the first half of the school year tended to have higher participation rates

Teachers' attitudes about the program greatly affected participation

Phone calls to parents of non-participators with a follow-up mailing of a second form greatly improved participation.

Please note: This document does not contain any appendices.  
If you would like to obtain these materials please contact Ethel  
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